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ABSTRACT

This paper proposes a new kind of educational institution, the Human Services Institute (HSI), which would offer an action oriented work-study program of flexible duration to prepare young people for professions in the human services such as health, education, welfare, law, guidance, social work, therapy, urban planning, and public service. Such institutions would provide a solution to many of the problems facing higher education today--problems of accessibility, effectiveness, homogeneity, rigidity, credentials, and social isolation--and become catalysts for social change. The HSI is based on the belief that traditional professional training fails to foster an interest in human service, to relate courses to practical work, or to involve students in academic decision making regarding their own careers. The work-study program of the HSI would offer an intensive field experience complementary to academic studies, make a BA available in 2 years, and provide a broad curriculum. The paper discusses the HSI's program, objectives, prospective students and faculty, evaluation and certification procedures, and relationship with traditional graduate schools. (JS)

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the Secretary of HEW

HUMAN SERVICE INSTITUTES

An Alternative for Professional Higher Education

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HUMAN SERVICE INSTITUTES

An Alternative for Professional Higher Education

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I. INTRODUCTION

The present state of society requires new institutions of higher education, prepared to work for the changes needed to meet the problems of the final decades of the 20th century.

This paper addresses itself to overcoming one major failure of higher education generally conceded, that it has failed for millions of young and middle-aged resulting in the loss of their potential contribution to the delivery of human services, and a severe shortage of trained professionals capable of providing both competent and humane service.

It is the purpose of this paper to propose a new kind of educational institution, the Human Service Institute, which offers an action-oriented, work-study program of flexible duration to prepare young people for professions in the human services, including health, education, welfare, law, guidance, social work, therapy, urban planning, and public service. While the Human Service Institute focuses on the human services, the concept on which it is based - that professionals should be educated in a different way - suggests one solution to many of the problems and shortcomings plaguing higher education today, problems of accessibility, effectiveness, homogenization, rigidity, credentialling, and social action.

The widely-noted alienation of American youth, including some of our brightest young people, is due in no small part to the many years of schooling which they must undergo before being allowed to perform useful social tasks, schooling which is often unrelated either to the future direction of their lives or to the problems which they see all around them, including warfare, poverty and pollution.

While America has made great strides economically in producing a quantity of goods and services, we have failed to distribute either goods or services to a vast segment of our population. Public services especially have been neglected, leading to a breakdown in public morale particularly in our inner cities and also among youth. It is evident by now that the quality of life has been sacrificed on the altar of the Gross National Product and that the balance must somehow be restored.

In the professions especially, which are society's mechanism for translating knowledge into a better life for all, there has been a loss of human perspective. While excelling in technique and know-how, professionals have too often ignored the human and social context in which their expertise must be applied. As a famous medical bulletin put it succinctly: "the operation was successful but the patient died." Evidence of this loss of perspective in the professions is seen in the disproportionate emphasis on credentials, requiring more and more years of schooling to perform essentially the same job.

Requiring ten or more years of advanced study and training to become a doctor (resulting in an anticipated shortage of 80,000 doctors in the 1970's)[1], is hardly likely to improve the quality of health care in the United States. Or requiring, as New York City does, that all teachers who joined the staff after 1967 must obtain an M.A. within five years or have their license revoked -- without reference to quality of performance or skill with children -- is hardly calculated to improve the quality of public school teaching.[2]

It is the responsibility of the educational institution to work for social change, for the return of individual dignity, for an end to racism, environmental pollution, and poverty, and to train the professionals equipped to rise to the challenge of such a charge.

The image of the individual professional producing health, legal, social, or other services to be used or consumed by the community but otherwise unconcerned with the quality of life, must be replaced with the concept of the professional and the community involved together in educating each other for participation in and improvement of community service. The institution must engage the community and its resources in a joint effort to attract those interested in working in these areas and to provide the kind of educational experience which will be most effective in producing this new, humane professional.

Traditional education has failed dismally in key areas of the professions. Its structure has served largely to keep people out rather than help them in. It has failed to help the individual student identify his interest in the human service field, and perhaps more important, to test his ability before he invests in years of specialized education. Traditional education has failed to relate the content of fragmented courses to practical work, especially in the human services, and it has failed to involve the student in the educational decisions affecting his future career. Students need to know very early and all along the way what their real alternatives are and to have available a flexible system for realizing changing goals.

Why have we separated the campus from the real world? Why does someone have to finish four years of college before he begins medical or law school? Why must a student commit himself irrevocably to a profession before he has had the kinds of experiences which can help him assess his commitment realistically?

The model we are here proposing seeks to correct the existing shortcomings by offering an alternative to the present structures. Its program is based on the work-study principle, resulting in a realistic and valuable integration of theory and practice. It allows for a flexible time sequence, making the

B.A. degree available after two years, and introduces a new approach to curriculum and curriculum planning, and a new view of professional education and competence.

The intensive field experience such an institute incorporates will change the patterns of education and make available an alternative route for those who wish to begin their professional training in their freshman year. Students wishing to enter medicine, for example, will do so in their first year. They will spend two or three days at the academic institute (which may hold its classes anywhere in the community), and the remaining two or three days at the field agency -- a hospital in this case -- beginning perhaps in the laboratory or nursing areas or one of the vast number of supportive positions in a hospital. As he proceeds the student would, both academically and practically, progress toward full medical training.

Such an approach also allows for a deferred career choice, for some students may decide after a year or so that they are not really dedicated to the medical profession but would prefer to work in some other area of the human services or even something totally different. The broad-based nature of the academic curriculum, focused on the Social Sciences and generic in approach, would allow for such flexibility. At the least such a decision would have been reached before the student spent eight years completing a traditional medical education.

The model will provide, because of its flexibility and problem-solving orientation, an educational experience capable of producing professionals in far less time, thoroughly trained on both the conceptual and practical levels and committed to quality service. It will encourage decision-making at an early stage, but will postpone long-term professional commitment until the student has a clear understanding of what such a commitment implies.

The Human Service Institute will develop mature, politically sensitive students. As the world becomes more complex and man hopefully learns to use his emotions constructively in a technological society, his need to understand the workings of that society becomes greater. In the student's search for education and identity lies a conceptual framework that lifts the individual from the pages of his book to the application in the community, from the tomes in the library to the poor in Harlem, from the indices to the interstices.

The mission of the Human Service Institute, with its focus on performance, on the concept of the educational continuum, and most important on both competent and humane service, is to promote change by offering an alternative to the present system. While many of the established institutions will continue to offer the traditional education, the kind of institution we are describing here will, it is hoped, be a source of new insights for them, stimulating positive change. Operating as a co-existing system, Human Service Institutes will provide models so that similar alternatives can be constructed in other fields.(3)

II. THE HUMAN SERVICE INSTITUTE: A MODEL

The basic objectives of the Human Service Institutes are:

1. To educate students through a program of work and study for rapid advancement to a new kind of professional status.

2. To develop and use the talents and energies of the students for an important social purpose: improving the delivery of the human services in an urban society.

3. To stimulate changes in the concepts of professional education, professional competence and credentialling by demonstrating the effectiveness of a new and shorter educational route.

4. To explore and develop a program which achieves a total synthesis of classroom and field work, and encourages the closest possible relationship among students, faculty and administration in working for change.

The new operating patterns of the Human Service Institute, including time sequence, admissions, faculty, work-study curriculum and community involvement, will meet many of the criticisms leveled at present-day higher education. It will make both education and work a fulfilling rather than irrelevant experience, allowing for continued development and growth; it will recast curricular emphasis so that both quality performance and humane service result from professional education. It will change the very concept of what constitutes "quality service." It will appeal to the young because it will allow the student to relate his need to find himself, to give service, to become actively involved and yet to pursue his scholarly interests.

The Human Service Institute will offer an educational program which thoroughly integrates the field and academic components. By using the resources of the community, such as schools, hospitals and social service agencies, in a truly educational capacity, new emphasis will be placed on the synthesis of academic knowledge and professional performance. The importance of performance in judging professional competence will in turn open new routes to professional status and give impetus to long-needed changes in the existing credentialling patterns. As the students emerging from this new system begin to have some impact on the agencies of the community and on the delivery of service, the need for these changes will become even more apparent.

The Human Service Institute described in the following pages should be viewed as only one of several possible models for achieving the same basic objectives. The manner in which students and faculty are selected and the way in which they relate to the curriculum both in the classroom and in the

field, are unique aspects of this educational approach which differentiate it sharply from traditional institutions. If the human service professions and their outdated credentialling procedures are to be revitalized, there should be five to ten Human Service Institutes established in urban centers around the country.

A. THE WORK-STUDY CURRICULUM

The most distinctive features of the Human Service Institute will be its dedication to change, the work-study curriculum it will offer its students (4) and the awarding of the B.A. after two years. Unlike existing work-study programs, the practical work component will not be a separate experience with only a remote relationship to what is taught in the classroom, but rather an integral and carefully structured learning experience. The Human Service Institute, basically a teaching institution, will also devote itself to what has been called the "moral equivalent of research," (5) community involvement leading to changes in the educational structure, the social service agencies and the whole concept of professionalism as a process of growth, a progression along a spectrum or up a spiral.

By closely integrating classroom studies with practical learning work experience, professional skill training becomes more humane and intellectual, and academic studies are imbued with a sense of social purpose. The service concept will be made real as students learn to apply it immediately in their relationship with clients and to examine critically the utilization of resources, and even the administrative organization of their training agency, rather than to accept existing shortcomings as inevitable.

The academic portion of the curriculum will be demanding. Organized to emphasize the interdependence of the social sciences, it will provide the

students with the basic concepts and theories generic to the whole field of the human services and make possible entry into any of the human service professions. Within the framework of this core the student will be expected to pursue questions of interest to him that require reading, research, analysis and evaluation, and to examine in depth many of the political, economic and sociological problems facing society and the professions. The discovery that solutions to these problems require the systematic study of men and women and their world tends to arouse the student's interest in disciplines which he might otherwise have considered "irrelevant." Thus a unified approach to the social sciences, related at each step to the problems of human existence and survival, especially as encountered on the job, may well lead to a new view of the classic "liberal arts" as a meaningful kind of study.

Such an approach reverses the usual order of the college curriculum, for it starts with specifics, usually reserved for the last two years of college or even for graduate school, and moves to the more general. The accelerated learning that this progression allows is far greater than that available in most institutions, and may well permit the student to complete in two years the work required for his baccalaureate degree.

"...Programs synthesizing work and study seem to be an essential precondition for creating a desire to learn from the past as well as the prerequisite for taking charge of the fragment of the future that a man can hope to shape... "When educational priorities are almost diametrically opposed to individual needs, as they are in most undergraduate programs in the humanities, a good deal of the student's time is simply wasted. He is trapped in what Tolstoi calls 'the snare of preparation'...Only by increasing the student's opportunities for responsible action at the outset of his university life can we hope to teach the potentialities as well as the limitiations of direct experience and action."(6)

A Concrete Example

The academic portion of such a curriculum can of course be organized in many different ways. One example is provided by the following brief description of the curriculum used by the College for Human Services for its first year students.(7) This curriculum, concerned with human existence and the forces which affect it, begins with a study of the individual and then moves to an exploration of his immediate community and the larger society of which it is a part, always stressing the practical problems of bringing about change in this community.

Since it is the individual who stands at the center of the structures and institutions of society, the first of the three units of the curriculum concentrates on achieving an insight into the psychology of the individual. Starting with a discussion of the nature of humankind, as reflected in a variety of readings, the unit focuses on the intellectual and emotional development of the individual in all its complexity. One's relation to the environment and one's potential for change are underlying themes in an examination of theories of intelligence, the learning process, and the nature and variety of the emotions. Readings are drawn from many sources, including Richard Wright, B.F. Skinner, Piaget, Dewey, Montessori, Maya Pines, Freud, Erikson, Allport, Adler, and Horney.

The second unit, People and Society, examines the individual in relation to the institutions of society. The final unit, the Community and Society, raises the issues of power and community organization.

The thrust of this first year curriculum is to leave the student with an understanding not only of the individual in society, but also of the power structures of that society and how the individual can influence those structures. The student who completes the full program emerges with both

an intellectual and practical sense of the need for change and the tools with which to begin the task.

No matter what form the academic curriculum of the proposed Human Service Institute actually takes, an alement crucial to its success will be its flexibility in meeting the needs of its students in their efforts to improve delivery of service to the community. The structure of the Human Service Institute will be such that the curriculum will be the joint responsibility of the students, faculty and administration working together to assure that it remains responsive to the needs of the students and the communities they serve. The student becomes involved not just in learning, but in the process of understanding what learning can do for him in his new role. He comes to see himself as a member of a community organized to bring about change, and thus avoids the feeling of isolation common on campuses today. Faculty, administration and students together will deal with the fundamental question of how to educate for service, what concepts are most valuable, which philosophic base is most relevant. The student will be closest in many ways to an understanding of what is needed and will be able to feed this continually into the curriculum. Such a relationship will help to keep the Human Service Institute itself a responsive, vital force within the society it seeks to serve.

B. FIELD CURRICULUM

Closely integrated with what the student is covering in the classroom is the combination of training and education he receives in his field placement. The variety of fields and agencies in which the students will be working calls for a variety of approaches. In all cases, however, the result should be to turn the agency itself (or group of agencies within a

field) into an educational institution, responsible for a thorough grounding in the specific skills, techniques and more specialized knowledge needed for immediate performance and eventual movement to professional status.

The role of the Human Service Institute in encouraging the transformation of a service agency, the hospital, child-care center, mental health unit, law office, etc., into an agent of education will include the following:

1) Providing some orientation or staff training in the agency to help employees better understand the objectives of the field curriculum;

2) Helping to define the scope and functions of the field training in conjunction with the agency staff;

3) Providing support as the agency staff develops such a curriculum, since many agency personnel and supervisors have never considered themselves in the role of the teacher-trainer which they are being asked to become.

A preliminary step in this direction is being taken in New York City where a cluster of agencies concerned with the treatment of the mentally retarded has developed a joint professional skills curriculum for students of the College for Human Services, under the aegis of the New York City Department of Mental Health and Mental Retardation Services. For twelve weeks students replace one day of field work with classes which provide detailed study of child development, normal and abnormal psychology, and professional vocabulary and techniques. Students explore the organizational goals of the field and deal with community services and social planning. The classes are planned with the staff of the College but faculty and supportive services are drawn from the cooperating agencies. This kind of very specific curriculum in a specialized field will help prepare students

for service in any of the participating Mental Health agencies, many of which are national in scope.

The New York experience has shown that in addition to its impact on the student, the development of a successful field curriculum tends to stimulate continuing in-service education for agency personnel and help transform staffing patterns from a strictly hierarchical to a team design. The very process of planning and implementing such a curriculum encourages staff to view themselves as a team offering a range of services, both to their new students and eventually their clients.

C. THE STUDENTS

It is anticipated that the Human Service Institute will appeal to at least as wide a range of students as do traditional institutions. There will, however, be a larger element of self-selection involved, for the student who chooses this kind of education will have reached two conclusions before he even applies for admission. First, he will have decided that he wants to work in community service, devoting himself to the human rather than the technical services. Second, by participating in this kind of educational experience the student will be commiting himself to a completely new kind of professional education, implying a challenge to the existing system and to patterns of credentialling. The student in the Human Service Institute will therefore be subjected to anxieties and tensions not experienced by students in traditional institutions, and he must be made aware of the difficulties inherent in the path he is choosing. It will be the responsibility of the faculty and administration to reiterate the soundness of the goals for which they are all working, and to assure that sufficient success is achieved to encourage the students and to maintain the forward momentum. They will have to work closely with agency

supervisors, unions, guilds, and professional associations to open new positions and entry points, and to convince those in a position of responsibility and control that professional training and progress should be viewed as a continuum or a spiral rather than a "no exit, no deviation" road.

The procedures used to determine a student's eligibility for admission must be designed to stress motivation for service, and to identify those attributes that cannot be acquired through formal training, but which are necessary for work in the human services. New tests will probably have to be devised, not to set an entry-point level of achievement, but to assist in selecting those having certain personal qualities and motivation. Testing of the more traditional "academic" skills should be used for diagnostic purposes, to determine the courses required by each individual in order to improve and expand these skills.

D. FACULTY

The Human Service Institute will provide its faculty with the opportunity to apply their intellectual skills directly to existing social problems. No longer will they have to seek beyond the institution to involve themselves in the lives of their community, for this new institution will utilize all the resources of the community. By melding intellectual pursuits with social action, the Human Service Institute will allow those academicians for whom intellectualizing is not sufficient to end their isolation and use their skills to influence man's social condition directly. The opportunity offered the faculty to move among the disciplines, as well as to integrate the academic and practical aspects of education, permits them to fulfill a total role which is valuable and satisfying to them, as well as to their students.

If one's contribution to society is the measure of the man, then our educational institutions bear the major responsibility for providing the

models against which the student can measure himself. Constructing a new relationship between faculty, students and curriculum encourages the faculty to assume the functions of such a model.

The faculty member will work in the field agency to which the student is assigned. He will be responsible, along with the professional agency personnel, for organizing the learning experience at that site to produce maximum benefit. He will spend time negotiating with the administration for new positions and for modifications in the credentials required for career mobility. The student will see him as an active participant in that agency. The student will see the relationship of his learning to the real world. The concepts and theories which have been part of his academic classes will begin to take on meaning for the student as he first watches the faculty use them and then begins to do so himself. Because faculty members participate fully in the field experience, they are aware of what students operating in the field have to know, and how to integrate it with the more "theoretical" knowledge traditionally taught. They are capable of using the case material brought by the students from the field as effective teaching tools, recognizing that personal experiences are far more meaningful than textbook examples.

The faculty will work together in developing the curriculum, probably in teams or groups, keeping in mind the need of the student to understand people as well as academic concepts. Pooling their own knowledge and seeking additional guidance from the disciplinary texts, faculty members will integrate this knowledge into an interdisciplinary problem-oriented curriculum. They will arrange their time so that a good portion of it is spent planning and working together with the students to meet the needs of the students. In this new relationship the student will often assume the

role of teacher, resulting in a new kind of student-faculty relationship and in better communication. Each teacher may want to develop his own techniques in the classroom, but there will be constant re-examination and testing of the results in group conferences. The new form of faculty organization and cooperation which results will, in itself, be a powerful force for inducing change.

E. EVALUATION AND "CERTIFICATION"

The philosophy of the Human Service Institute is that the best measure of an institution's worth and of an education's value is the effect it has on its students' performance. The evaluative process will therefore be based on the student's ability to demonstrate through job performance his capacity to make an effective contribution to the human services. Measurements of general education, academic skill, and specific work skills are necessary, but the emphasis in student assessment, even in these areas, will be upon further clarifying the student's effectiveness in his work.

Students may well require different lengths of time to reach accepted levels of intellectual attainment, job performance and skills acquisition. Interim assessments of the students' progress in each of these areas will provide feed-back to the student and to faculty which will facilitate continuing growth.

The nature of the evaluation process at the proposed Human Service Institute is closely related to the belief that both the educational process and professional advancement should be viewed as a continuum which can be readily interrupted or resumed without penalty, thus allowing for a new kind of mobility. Should a student decide to postpone or discontinue his theoretical learning, he will have the option of stopping almost anywhere along the spectrum. He might, for example, spend a year or two working

full time as a legal assistant, a community worker, or an urban planning staff member, or as a teacher or guidance assistant, secure in the knowledge that when he chooses to return, he will be readily accepted and will be given appropriate credit for his work experience.

> "Today, if one does not get twelve or sixteen or eighteen or twenty years of education in the orthodox way of continuous immersion without a break in the apparatus of formal education, one has much reduced chances of gaining credentials."
>
> "We should more effectively develop school programs and procedures so that once out does not mean permanently lost. Education and training will be increasingly a discontinuous process for the highly-educated in American society, as they will need new kinds of education at various points in their careers...They should be...re-entering and benefiting from education and training at various points in their lives." (8)

Under such a system, careful periodic evaluation will be required to delineate the student's growth and changing abilities. It will indicate the academic and professional skills the student has acquired, the qualities he has shown in his work, his openness to change and innovation, etc. At the end of each period the student will receive an evaluative statement detailing his progress as recorded both by his teachers and his training supervisors. He will also be expected to evaluate his own progress and future plans. We see this kind of evaluation as a new approach to "certification" and as an important step in changing credentialling patterns. How quickly an individual could move to full professional status would, of course, depend on his ability and his chosen field, as well as on changes in the concept of professionalism resulting from the activities of the Human Service Institute.

F. ARTICULATION WITH TRADITIONAL INSTITUTIONS

As the Human Service Institute begins to develop a new kind of professional education and new methods of credentialling and evaluation, the traditional institutions and approaches will still continue to function. There is no doubt, however, that the new system will have an impact on the old. As the

social agencies of the community become active participants in the educational system, and learn to evaluate and accept, in professional roles, those students emerging from the new system, the traditional institutions will be forced to re-examine present definitions of professional competence and training.

Such a re-examination may lead in several directions. There will, undoubtedly, remain some students and institutions who will prefer to continue in the traditional manner. Other students may put together some combination of the old and new, e.g., a year at a Human Service Institute, then perhaps a year at a traditional liberal arts college (or vice versa), followed by graduate school. Others might move directly from a period at the Human Service Institute to a graduate program. Graduate schools as we know them are bound to change and may disappear entirely. In any case we foresee a gradual melding of resources to allow for their best distribution and use for professional education. Perhaps the process will start with faculty from a graduate school offering special courses to students from a Human Service Institute. Perhaps the traditional graduate schools will incorporate more work experience into their programs, and with the cooperation of a Human Service Institute, arrange for placement of their students in agencies for more effective field training.

Whatever the details, it is imperative to initially involve existing graduate programs in this process of change. They have the expertise and resources to take the first step in the process. It is possible that a multi-faceted system of education will develop which separates research, professional training and a liberal arts education, but at least there will begin to emerge alternative routes to a professional education.

Attached is a brief projection of the changes which might occur in legal education. A similar projection could be developed for the range of functions involved in the health services based on the model proposed by the Lincoln Health Careers Program.[9]

III. CONCLUSION

We realize that many of the changes proposed in this paper have radical implications for education and the professions, and that resistance must be anticipated both from traditionalists and from honest skeptics. Educators will have to be persuaded to take a new look at many basic assumptions, including the assumption that education must be a single track, continuous process during which as much information and knowledge as possible is crammed into a student. Professionals, through their unions, guilds, and associations will have to recognize that the ultimate test of competence rests not with paper credentials, but rather performance and the quality of the service rendered.

A fundamental purpose of the proposed institutes will be to integrate knowledge and skills, to educate people to use a foundation of knowledge in order to acquire skills. The mere acquisition of degrees and credentials can no longer be considered sufficient evidence of the ability to perform successfully. By uniting traditional academic concepts with the utilitarian and instrumental, there should emerge an individual who can effectively use his knowledge in the true spirit of the professional -- commitment to service.

By changing the structure of professional education we can radically alter the nature of American society. The Human Service Institutes can become forces for social justice making possible the elimination of inequality, racism, inhumane service, and they can do it in a relatively short period of time. Americans have solved many problems during our few hundred years of history, and could, through the next few years, by developing institutions as instruments of social change, totally eliminate urban decay and degradation of the human spirit. This can happen only if the financial responsibility of the government is utilized to furnish the kind of intellectual training which will promote social action.

FOOTNOTES

1. The New York Times, June 25, 1970, p. 36.

2. Recognition that professional training should be more closely related to social needs is reflected in the programs at two new professional schools. The Mt.Sinai School of Medicine in New York City is oriented towards social medicine and will devote more hours in the first two years to Community Medicine than to any other single topic. Brandeis University in Waltham, Mass. is developing a law school that will stress the study of law as an instrument of social analysis and government policy. (The New York Times, December 22, 1969, p. 18.)

3. The California State Psychological Association has recently founded the California School of Professional Psychology, which, though limited to the field of psychology, reflects many of the goals of the Human Service Institute. It will attempt to increase the number of trained personnel, to improve the clinical training so as to make it more relevant to actual work in the field, and to provide a realistic career and educational ladder within psychology allowing for exit from and re-entry into the educational setting.

4. An informal process of alternating work and study is already a common educational pattern. Bruce K. Eckland has found that the initial dropout rate for four-year degree programs obscures the fact that many of the dropouts eventually return to college. Eckland reports that although only 49.7 percent of 1,180 male students at the University of Illinois graduated after continuous attendance, 85 percent graduated within 10 years from some college. An additional number were currently studying for a degree at the time of the study, more than 10 years after they had entered the freshman class at Illinois. ("College Dropouts Who Came Back," Harvard Educational Review, XXXIV, 1964, pp. 402-420.)

5. Frank G. Jennings, "The Two-Year Stretch," Change Magazine, March-April, 1970, p.21.

6. Peter Clecak, "The Snare of Preparation," The American Scholar, Autumn, 1969, pp. 665-666.

7. The College for Human Services, a pioneering college, recently chartered by the New York State Board of Regents, has served as the model for this paper. Mrs. Cohen is founder and President of the College for Human Services.

8. S.M. Miller, "Breaking the Credentials Barrier", a speech before the American Orthopsychiatric Association, Washington, D.C., March 23, 1967. A Ford Foundation Reprint.

9. See Tom Levin, Director, Health Careers Program, Lincoln Hospital, "A Preview of Education of Health Manpower: A Key to Social Progress in Health Care," Report of the Albert Einstein College of Medicine-Lincoln Health Careers Program, November, 1968.

ATTACHMENTS

LEGAL EDUCATION: SOME ALTERNATIVE ROUTES

The program offered by the Human Service Institute would be applicable both to those who are definitely committed to the legal profession and to those seeking to determine the extent of their interest in the field. Actual legal training would start immediately after high school. The freshman at the Human Service Institute would spend two or three days a week in class and the other days at a field agency -- in this case, a corporation, a law firm, or a legal aid office.

Ideally, a cooperative arrangement would exist between the Human Service Institute and an established Law School, such as that already developed between the College for Human Services and the Columbia University Law School. Under such an arrangement the Law School would supplement the curriculum of the Human Service Institute with additional courses, seminars and tutorials stressing specialized professional and technical skills in the field of law.

At the end of the first phase of the program, the student would have several alternatives:

1) He might, after completing either one year or two of the program, decide against a legal career, and would then be free to pursue other options -- government service, teaching, social work, health services -- since he would not be irrevocably committed in terms of time or money invested.

2) He might, after completion of the two-year program, decide to discontinue academic classes and work full-time as a Legal Assistant. With the equivalent of a baccalaureate degree for his work-study experience at the Human Service Institute he can apply to the U.S. Court of Appeals for standing as a Legal Apprentice, eligible to take the Bar Examination at the end of four years.

3) If he prefers he can, either immediately or after a period of full-time

work, progress directly to an established Law School. To be most effective, this should also be done on a released-time basis from his field site. Eventually, all advanced professional training would become the responsibility of the Human Service Institute, as more emphasis is placed on the work-study combination and on performance evaluation, and graduate programs, as we know them today, lose their significance.

The student who decides to spend a period working full time would be assured that he could return for further academic legal training and be given credit for work experience and evaluated on his actual performance. Such mobility is unheard of today.

In order to accommodate to the existence of these educational alternatives it will be necessary to establish less rigid credentialling requirements and to recognize demonstrated performance. At present a law school graduate is required to pass a state bar examination before being admitted to practice. In addition to a written examination on the substance of the law, on-the-job evaluation and observation of "student lawyers" should also be tests. What has the candidate been doing throughout his years of study? Has he performed effectively? Has he brought understanding to the problems of his clients, whether welfare recipients or business corporations? Is he providing expert service to that client? The answers to such questions as these should provide the major basis for licensing.

Such changes in the structure and evaluation of legal education may very well serve to end the isolation which, in the past, has seemed to accompany the training of lawyers, and could provide the channel through which the law schools and the lawyers could better equip themselves to understand and deal with the problems of the urban environment.